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ABSTRACT

This report describes phase VI of the Equity Staff Development project, an ongoing project to achieve equity and diversity at Wisconsin technical colleges by creating an institutional climate supporting achievement by all students. Among the project's major activities and outcomes are the following: the existing train-the-trainer format of peer coaching, mentoring, and observation was continued through a statewide model staff development course called Creating an Inclusive Educational Environment (CIEE); technical assistance was provided to district staff involved in planning strategies for achieving gender equity and diversity; 60 individuals representing 16 technical colleges completed a staff development needs assessment/interest survey; statewide staff development training was provided to technical college district personnel and members of the Vocational Equity Leadership Cadre; a Wisconsin nontraditional roundtable meeting was conducted for individuals working with women employed in higher-wage occupations; and a self-evaluation instrument was developed to help technical college districts evaluate their programs' equity and diversity. Appendixes constituting approximately 90% of this document contain the following: comparison of an educational diversity certification course and the CIEE course; equity staff development survey instrument/results; Wisconsin Vocational Equity Leadership Cadre agendas and evaluations; equity action research workshop materials; and Wisconsin nontraditional occupations roundtable meeting agenda and evaluation. (MN)

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ED 409 425

Final Report

Wisconsin Technical College System Board
Equity Staff Development
Workshops and Services
Phase VI

by

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Wisconsin Technical College System Board
Equity Staff Development
Workshops and Services
Phase VI

Introduction

Working in diverse communities within the technical college system to retain students and prepare them for the world of work requires methodologies and philosophies that must be rethought, taught, learned and fostered. Much transformation work has to occur to address resistance to the changes we are asking faculty to make; to value new areas of knowledge and to address and reassess their own race, class, ethnicity, and gender assumptions. The objectives of the past equity projects could not be achieved without attempting to inform the teacher, and for that matter, all staff who interact with students. This has been the purpose of all the equity staff development projects funded through WTCSB. A core group of people have been trained in equity issues who, in turn, make a difference through volunteer efforts within their technical colleges. However, change occurs only over time.

There are two essential components in the learning process; teacher and student, facilitator and learner. Faculty must be willing to recommit to a different, diverse community. It is difficult to ask faculty to teach about class and ethnic difference without having explored one's own class and ethnic background and connect to how one's language, choice of words, interest, and assumptions impact upon the shared space that we create in a classroom laboratory, or mentoring relationship. All of the previous project and current project objectives have been designed to continue raising the equity awareness issue and to provide activities designed to result in changed behavior.

The following objectives contain goals to continue the type of training that will result in a systematic approach to infuse equity concepts into existing staff development and curriculum development activities that promote the issues of fairness for all students. A draft survey instrument has been developed to assess the institutional climate for gender, racial and ethnic equity. The ultimate goal is to create an institutional climate supporting an educational system that results in the achievement of all students.

Project Objectives

Objective 1:

Continue to develop a postsecondary equity model to the GESA Handbook through the use of technical college focus groups, research, collaboration with equity staff from adjacent states, and inclusion of pedagogy, activities and examples appropriate to the technical college system. If acceptable to the WTCSB Curriculum Committee, statewide staff development training may be provided to district personnel in the use of the model, Creating an Inclusive Educational Environment (CIEE), as an example of learning activities which can be used in the State Educational Diversity Certification Course #69.

The current train-the-trainer format of peer coaching, mentoring, and observation is an effective model for reaching technical college staff. The effect of this type of training is to provide personnel with techniques that provide a positive, supportive, instructional climate to meet the needs of a diverse student population. CIEE includes strategies for staff to effectively interact with people of diverse backgrounds to create an inclusive college environment. The model has been given to the cadre of trained facilitators existing in each of the technical colleges. In addition, technical assistance was provided by the project director to assist districts in planning strategies for the incorporation of gender equity and diversity goals into classroom and other institutional activities. However; without administrative support, monetarily and philosophically, it is unrealistic to assume that equity district training by volunteers will continue once grant funding has ended.

The CIEE course, taught through volunteer efforts, is very similar to the Educational Diversity Certification Course #69 currently taught in all the technical colleges. The course descriptions, goals and core abilities are the same, but stated differently. The main difference between the two courses appears to be the CIEE emphasis on activities that lead to the discovery of personal attributes that may be biased and stereotypical. The exploration of personal attributes through peer observation, videotaping, peer coaching, role-playing and discussion of the personal insights gained from these exercises lead to a higher level of learning through self-discovery and internalizing with a subsequent change of behavior and attitude. A synthesis of the similarities and differences between the two courses is included in Appendix A. Whereas; Course #69 is WTCSB supported and CIEE staff development is conducted through volunteer efforts, the purpose of infusing equity into technical college staff development efforts would be better served if CIEE were incorporated into the current Educational Diversity Course.

To ensure continued infusion of equity into district staff development efforts, a collaboration between UW-Stout and UW- Madison equity project directors will occur in the project year, 1997-98. This will result in the development of Vocational Equity Learning Projects for use by technical colleges, in conjunction with Course #69, to promote the issues of fairness for all students.

Objective 2:

Provide technical support and training for facilitators and offer one to two UW-Stout credits to WTCS district workshop participants.

Technical assistance was provided by the project director to district staff in planning strategies for the incorporation of gender equity and diversity goals into classroom and other institutional activities. UW-Stout granted one graduate credit for project participants within the individual districts. Fifteen students received one credit for completing the GESA Vocational Equity Workshop. The lack of administrative support to the volunteer efforts of equity trainers in many of the technical colleges has resulted in fewer persons willing to give of their time to teach the classes.

Objective 3:

Work with the WTCSB Equity Advisory Committee to continue designing and implementing a systematic approach to infuse equity concepts into existing staff development and curriculum development activities.

A staff development needs and interest survey was sent to technical college staff involved in prior gender equity staff development workshops. A total of 60 surveys were sent to people representing the 16 Wisconsin Technical Colleges. Respondents were told they could form a focus group to discuss the questions and submit one response, or they could complete them individually. Seventeen surveys were returned.

The questions asked were taken from previous workshops evaluations indicating staff development needs and from the staff development issues contained in the WTCSB Equity Strategic Planning Model. The three top ranked staff development considerations in order of Rank Score were:

1. Conduct specific "how-to" teaching strategies for NTO and multicultural students (learning styles, language, and gender issues).
2. Conduct awareness training sessions in equity in recruitment, classroom and placement.
3. Sharing strategies of swap meet of best practices.

The next three items were almost tied and consisted of awareness training sessions in the following areas: district commitment to equity, equity issues for upper level administrative staff and faculty, and sharing strategies of equity materials and presentations for business/industry.

Many suggestions were given for presentations. Specific suggestions acted upon through small-group and large-group sessions at the Vocational Equity Leadership Cadre meetings were; the "World of Difference" presentation, women and disabilities issues, sexual harassment issues and strategies, and diversity issues led by African Americans, Hispanics and Asian American women. A copy of the survey and results are included in Appendix B.

These WTCSB UW-Stout equity efforts were coordinated with Single Parent/Displaced Homemaker programs, UW-Stout Equity Leadership Cadre, Department of Public Instruction Equity and Teen Single Parent projects, as well as other statewide initiative and programs serving the equity needs of women. The project director assisted in planning, coordinating and conducting two Vocational Equity Leadership training workshops. A total of 250 persons were trained through these workshops. Agendas and evaluations are included in Appendix C. Handouts and additional information are on file at the Center for Vocational, Technical and Adult Education, UW-Stout.

Objective 4:

Provide statewide staff development training to technical college district personnel and members of the WTCSB and DPI Cadre in the incorporation of Equity Action Research designed to help participants examine educational practices through systematic and careful use of the techniques of research.

Three statewide action research workshops were held to help participants:

- learn action research techniques.
- identify problems to research.
- examine and assess their own work and consider ways of working differently.
- work collaboratively to help each other in professional development.
- assess results of their research .

Twenty-eight people participated in three workshops and four took the class for one credit. Whereas; each person could choose their individual research, several persons chose to collaborate on questions regarding the need for administrative support of the Career Challenge adventure-based program. One person researched and developed a needs statement for granting college credit to the Career Challenge program and intends to present the proposal to her technical college administration. The collaborative group has not formulated their final research and will do so during the next semester. The Action Research curriculum and workshop evaluation is included in Appendix D. Handouts and other information are on file at the Center for Vocational, Technical and Adult Education, UW-Stout.

Objective 5:

Provide a Wisconsin Nontraditional Round Table Meeting for persons working with women employed in higher wage occupations.

A statewide Wisconsin Nontraditional Employment for Women Round Table meeting was held in conjunction with the Statewide Equity and Multicultural Education Convention, November 13, 1996. This workshop provided opportunities for women to explore methods to help women receive training and employment in higher wage occupations. It provided a forum to discuss programs designed to increase and support women's employment in the trades and develop strategies to enhance programs for tradeswomen's groups, advocates, employment counselors, equity coordinators, state NEW liaisons and WANTO grantees.

An organizational meeting between the UW-Stout project director, WTCSB Educational Equity Consultant and a representative of YWCA, a community based organization involved in the NET project, resulted in the inclusion of the Tool Kit. This is an informational training kit designed to assist persons at Job Centers and Career Centers to assure client access to information. The purpose of the Tool Kit is to guide the Service Delivery Areas and Job Centers through a planning and implementation process to integrate the nontraditional focus into all Job Center functions. It provides recommendations, methods, and techniques to guide the process of integrating nontraditional training and employment for women into all of the Job Center functions. Copies of the Tool Kit and four Resource Disks of accompanying information and clip art were provided to each participant.

Forty-four persons attended the session. The agenda, discussion notes and evaluations are included in Appendix E. Copies of the Tool Kit and Resource Disks are on file at CVTAE, UW-Stout.

Objective 6:

Develop a self-evaluation instrument for technical college districts to use in evaluating equity and diversity within their programs.

A draft instrument to evaluate equity and diversity was compiled by the UW-Stout project director. This was accomplished through a search of equity and diversity evaluation instruments used by other states and organizations, determination of evaluation categories to be used and a synthesis of questions under each of the categories. The purpose of this survey is to determine the extent of technical college incorporation of diversity issues and practices within the college system with the resulting impact of student retention and achievement. The use of the survey will be on a voluntary basis by the individual technical colleges.

This instrument is in the process of evaluation and development by a team consisting of technical college staff representing administration, sex equity coordinators, affirmative action officers, special population coordinators and WTCSB consultants. The team consists of three members of the original committee and evaluation specialists from area technical college districts. Two colleges will be asked to pilot the survey prior to final acceptance. The completed evaluation instrument will be submitted to the WTCSB for distribution to the 16 technical college districts for use within their individual districts and will be included in the 1997-98 final report. Draft copies are on file at CVTAE, UW-Stout.

Summary

The Wisconsin Technical College System Board (WTCSB) Phase VI Equity Staff Development continuing project goal is to put equity issues on everyone's desk. It is the instructor in the classroom who has a lasting effect upon the student; however, the whole institution provides the climate for student success. The ultimate goal of this project is to provide a model for structural reform where the structure of courses, pedagogical techniques, institutional climate and system for recruitment and retention will co-exist with a supportive administrative structure; that is, where the regular support of departments and programs provide mechanisms to support the achievement of all students. This goal requires systemic changes and only occurs gradually over time.

The project activities continued to build upon the equity foundation created by previous equity staff development efforts. Staff development occurred through collaboration with other statewide equity efforts and through individual meetings to meet the needs of technical college personnel and community based organizations. A total of 328 participants who work with technical college students, displaced homemakers, single parents, teen-single parents and K-12 students attended the meetings. Two, three-day Vocational Equity Leadership Conferences were conducted along with three Action Research Workshops, one NTO Roundtable Meeting, and classes in Vocational Equity GESA. In addition to conducting staff development workshops, technical college staff were surveyed for training needs and a Gender/Race/Disability Climate Evaluation survey was developed. Technical college staff attended three meetings during this project year to review and revise the Wisconsin Technical College Equity and Diversity Survey instrument.

Recommendations

1) Continue efforts to collaborate with appropriate staff to incorporate the CIEE model and subsequent "Learning Projects" to be developed into the Educational Diversity Course.

2) Collaborate with the Department of Public Instruction, Wisconsin Vocational Equity Leadership Cadre Project, and Single Parent/Displaced Homemaker Projects to disseminate equity workshops and technical assistance.

3) Offer an equity/diversity workshop in conjunction with the Wisconsin Vocational Association meeting.

4) Continue to offer graduate credits for staff development.

Appendix A

Comparison of Educational Diversity Certification Course #69 and Creating an Inclusive Educational Environment

Creating an Inclusive Educational Environment (CIEE) addresses Educational Diversity certification course, # 69, competencies 2, 3, 4, 5, 6, 7, 8, 11, 12 and 13. The course description, goals and core abilities are the same, but stated differently. The main difference between the two courses appears to be the CIEE emphasis on activities that lead to self-discovery of personal attributes that may be biased and stereotypical.

CIEE identifies and researches stereotypes and biases, as does course #69, but also includes an exploration of personal attributes through peer observation, peer coaching, role-playing and discussion of the personal insights gained from these exercises. Awareness is gained through selected readings and activities, but the classroom taping and/or observation with the subsequent discovery of personal insights regarding teaching/interpersonal mannerisms leads to a higher level of learning through self-discovery and internalizing. This results in a type of changed behavior and attitude that simply reading, viewing and discussing cannot duplicate.

To change stereotyped, biased behaviors, CIEE uses the following format:

1) Identify what is stereotypical, biased behaviors
2) Assess the impact of behaviors on student outcomes
3) Assess personal behaviors through taping, observation, and/or coding
4) Discuss the findings with peers
5) Determine strategies to change personal behaviors to create a more comfortable climate for all students.

It appears that Course #69 competencies may be reached through completing the activities of CIEE. Whereas Course #69 is WTCSB supported and CIEE is conducted through volunteer efforts, our purpose of infusing equity into technical college staff development would be better served if we can incorporate CIEE activities and resource materials into the current educational equity course. The proposed collaboration of Baldus and Dougherty to develop Vocational Equity Learning Projects, using the CIEE curriculum and Educational Environment resource book as well as other resources, and the subsequent training of WTCS staff development facilitators who teach the Educational Diversity course would be a means to ensure continued infusion of equity into district staff development efforts.

WTCS Certification Requirement #69

Educational Diversity

Course Description

Prepares participants to pro-actively contribute to a learning environment that will meet the needs of diverse student populations. Participants examine organizational, classroom, and individual diversity issues, and develop strategies for increasing personal effectiveness in working with diverse groups. Participants are encouraged to apply competencies to meeting the needs of the specific diverse populations, or individual members of diverse groups, that make up their teaching and learning environments. These populations may include, but are not limited to diversity of: age, sex, ability, race, ethnic background, social/economic background, employment status, religion, sexual orientation, or affiliation.

Course Goals

Create a learning environment that will meet the needs of diverse student populations including, but are not limited to diversity of: age, sex, physical and cognitive ability, race, ethnic background, social/economic background, employment status, religion, sexual orientation, or affiliation as they are present in your teaching and learning environment.

Core Abilities

- Increase productivity and effectiveness as an educator
- Think critically and creatively
- Operate with a functional understanding of one's self and behavior in relation to others in a multi-cultural and complex society
- Respect diversity and pluralism

Competencies and Performance Criteria

1. Analyze the diversity profile of your college

Criteria - Performance will be satisfactory when:

- analysis identifies accurately the diverse student, faculty, and staff populations present in your college
- analysis compares the diversity profile of the college with the diversity profile of the surrounding community
- analysis compares college recruitment, enrollment, and retention of diverse populations in the various college programs
- analysis compares academic achievement of diverse populations
- analysis compares completion/graduation rates of diverse populations
- analysis compares placement of diverse populations
- analysis references actual client reporting data or other relevant data
- analysis includes insights gained from examining data
- analysis insights follow logically from data referenced

2. Differentiate among stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism, and other "ism's"

Criteria - Performance will be satisfactory when:

- participant differentiates among the defining characteristics of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism, and other "ism's"
- participant accurately classifies negative behavior towards diverse populations as represented in case studies
- participant defends classification
- participant describes insights gained about negative behavior toward diverse populations
- insights follow logically from classification

3. Illustrate the historical and cultural conditions that lead to inequities

Criteria - Performance will be satisfactory when:

- illustration traces the underlying cultural and historical conditions for at least one recognized inequity (i.e. social, employment, income, etc.)
- illustration identifies important things that cause people to be confused, unsure, or in disagreement about the inequity
- illustration describes implicit points of disagreement that cause conflict over the inequity
- illustration describes two or more opposing opinions and the reasoning behind them
- illustration identifies errors or holes in the reasoning for each position

4. Assess the impact of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism and other "ism's"

Criteria - Performance will be satisfactory when:

- assessment addresses one example of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism or other "ism"
- assessment addresses short-term consequences for all individuals involved
- assessment addresses long-term consequences for all individuals involved
- assessment presents recommendations for workable solution to this specific example
- assessment presents recommendations for avoiding future repetition of the specific example of stereotyping, prejudice, discrimination, scapegoating, stigma, ethnocentrism or other "ism"
- recommendations show respect for all individuals

5. Analyze how your view of diverse populations may help or inhibit the ability of members of diverse groups to learn effectively

Criteria - Performance will be satisfactory when:

- self assessment identifies at least five values of your cultural heritage
- self assessment identifies at least five ways cultural heritage has influenced the way you view diverse groups
- self assessment predicts how your view of diverse groups may help or inhibit the ability of members of diverse groups to learn effectively
- self assessment includes an action plan for improving areas of weakness and affirming areas of strength

6. Communicate effectively with members of diverse populations

Criteria - Performance will be satisfactory when:

- participant analyzes personal communication style used in professional role
- analysis determines impact that personal style may have on the diverse populations with whom learner works
- analysis outlines adjustments for maximizing effectiveness of communication with and among all learners

7. Design strategies for resolving conflict in a multi-cultural setting

Criteria - Performance will be satisfactory when:

- participant designs strategies to resolve a case study or an example of conflict in a multi-cultural setting
- resolution examines two or more opposing points of view and the reasoning behind them
- resolution clarifies particular points of disagreement or conflict and points of agreement
- resolution presents guidelines for appropriate intervention
- resolution suggests one or more win/win options
- resolution is sensitive to the needs of all parties involved
- resolution is in alignment with applicable laws and college policies

8. Analyze the legal implications of your behavior relative to a diverse student population

Criteria - Performance will be satisfactory when:

- analysis identifies laws relevant to diverse populations that apply to participant's professional role
- analysis recognizes behaviors and/or interventions that are consistent with the law
- analysis identifies behavior and/or interventions that may be inconsistent with the law
- analysis considers consequences of behavior and/or interventions that may be inconsistent with the law
- analysis outlines adjustments that will bring behavior and/or interventions into alignment with the law

9. Evaluate the effectiveness of your college's plans and policies that impact diverse populations

Criteria - Performance will be satisfactory when:

- evaluation examines at least two of the college's plans and policies such as the Affirmative Action Plan, the Minority Populations Plan, Strategic Plans, Facilities Plans or other plans affecting diverse populations
- evaluation outlines criteria for judging effectiveness of plans and policies
- evaluation uses criteria to judge the effectiveness of plans and policies
- evaluation identifies areas of success
- evaluation identifies areas that need improvement
- evaluation offers specific recommendations for improvement

10. Access formal and informal support services for diverse populations

Criteria - Performance will be satisfactory when:

- participant identifies support services (for students, faculty, and staff) that help meet the needs of diverse populations
- participant acquires or creates a chart or directory identifying a broad range of support services available within the college or community to help meet the needs of diverse populations
- participant correctly matches appropriate support services to examples or case studies depicting specific needs of diverse populations

11. Apply strategies that advocate meeting the needs of diverse learners

Criteria - Performance will be satisfactory when:

- participant develops a plan-of-action for advocating to meet a specific need of one or more diverse groups or for an individual learner
- plan-of-action is appropriate and doable for an individual in the participant's professional role
- plan-of-action presents complete, relevant evidence to support the need
- plan-of-action defines desired goal or outcome
- plan-of-action identifies workable solutions that address the need
- plan-of-action recommends preferred action/solution
- plan-of-action predicts the results of recommendation
- plan-of-action defends prediction

12. Select strategies for infusing cultural diversity into your curriculum, instructional design, and delivery of instruction

Criteria - Performance will be satisfactory when:

- participant creates a plan for infusing cultural diversity into curriculum, instructional design, and delivery of instruction
- plan presents criteria for including cultural diversity into curriculum, instructional design and delivery that are appropriate to the program or courses you teach
- plan assesses current program curriculum according to the criteria
- plan assesses current instructional design, syllabus, and instructional delivery according to the criteria
- plan identifies areas of strength and areas of weakness
- plan presents strategies for strengthening the emphasis on cultural diversity in curriculum, instructional design, and syllabus
- plan presents strategies for integrating cross-cultural examples into instruction
- plan calls for application, action, or decision-making that is appropriate to learner's role in the college learning environment

13. Develop guidelines for positive behaviors in classrooms and other group settings

Criteria - Performance will be satisfactory when:

- guidelines reflect mutual respect among all members of the learning environment
- guidelines are sensitive to the needs of diverse learners
- guidelines are consistent with Federal, state, and college guidelines and policies
- guidelines encourage active involvement and equal opportunity for participation in the learning process
- guidelines are appropriate to specific instructional area
- guidelines are applicable and appropriate within the participant's professional role

14. Create a plan for a learning environment which addresses the affective, cognitive, and physical needs of a diverse group or learners

Criteria - Performance will be satisfactory when:

- participant focuses plan on a specific learning environment or class
- plan includes strategies for establishing an environment of inclusiveness
- plan identifies potential physical, cognitive, and affective barriers
- plan suggests reasonable accommodations that will facilitate learning
- plan identifies support services and resources that can assist in minimizing the negative effects of barriers
- plan includes strategies for obtaining feedback from learners about barriers to learning

15. Devise learning/teaching strategies which will accommodate a variety of learning styles/ processing preferences

Criteria - Performance will be satisfactory when:

- participant analyzes personal learning style/processing preference
- strategies describe insights about how personal learning style may impact the effectiveness of learning for diverse students
- strategies include techniques for developing learning and assessment activities that incorporate diverse learning styles/ processing preferences

Appendix B

Equity Staff Development Survey

Directions: The following statewide equity workshop suggestions were made by WTCS personnel at previous sessions. Please indicate your interest in future workshops by circling the level of importance or relevance to your current technical college staff needs. Please read the key very carefully.

5=Very important/Staff development is needed
4=Important
3=Somewhat important, but not a pressing issue
2=Relevant, but we have had sufficient staff development efforts
1=Not applicable/Not relevant

A. Conduct awareness training sessions in :

1. Equity issues for upper level administrative staff and faculty.	5	4	3	2	1
2. What is needed for district commitment to equity (classroom presentations, new student orientation, college publications)	5	4	3	2	1
3. Sexual harassment at WTCS colleges	5	4	3	2	1
4. Equity in recruitment, classroom and placement	5	4	3	2	1
5. Sensitivity to diversity	5	4	3	2	1

B. Conduct specific "how-to" strategies:

6. Team formation and strategies	5	4	3	2	1
7. Teaching strategies for NTO and multi-cultural students (learning styles, language, and gender issues)	5	4	3	2	1
8. Sharing of NTO programming models for recruiting, training and placing of students	5	4	3	2	1
9. Working with equity committees	5	4	3	2	1
10. Introducing equity into educational environment	5	4	3	2	1
11. Action research workshop	5	4	3	2	1

C. Sharing strategies:

12. Coordination of equity and STW initiatives	5	4	3	2	1
13. Swap meet of best practices	5	4	3	2	1
14. Equity materials and presentations for business/ industry	5	4	3	2	1
15. NTO round table meetings	5	4	3	2	1

Equity Staff Development Survey Results

A Likert Scale Analysis of seventeen responses to fifteen questions regarding need for equity staff development. On a scale of 5-1 (Very Important to Not Applicable), only those items receiving a Mean of 4.0 or better were considered for staff development purposes. The ranking of those items is as follows:

Staff Development Consideration	Rank Score	Mean	St.Dev.	#Resp.
Conduct specific "how-to" teaching strategies for NTO and multicultural students (learning styles, language, and gender issues).	1	4.47	0.80	17
Conduct awareness training sessions in equity in recruitment, classroom and placement.	2	4.35	0.86	17
Sharing strategies of swap meet of best practices.	3	4.24	0.83	17
Awareness training sessions in:				
What is needed for district commitment to equity (classroom presentations, new student orientation, college publications) and	4	4.18	0.81	17
Equity issues for upper level administrative staff and faculty.	5	4.18	1.01	17
Sharing strategies of equity materials and presentations for business/industry.	6	4.12	1.02	17

Attached are the survey comments regarding current staff development efforts and suggestions for future meetings.

Equity Staff Development Survey Comments
December, 1996

D. Should a staff development/state called meeting be scheduled in conjunction with an established conference (e.g. Careers Conference, Statewide Equity Meeting, Wisconsin Vocational Association Conference) with the meeting held during the time of pre-conference events or as a post-conference event?

Yes=10
Comments:

- With reduced travel budgets we could participate in two activities - we preferred pre-conference activity.
- I am open to either scheduling.
- Although its is extremely difficult to get away for an extended period - if enough lead time is given (4-5 months minimum) workshop and other commitments can be covered. It is a very efficient way to meet.
- The same people attend-perhaps more could be reached through these conferences-WVA Conference would be a very good method of reaching more - attendance is good.
- WVA in April.
- Statewide Equity Meeting.
- It is hard to leave my teaching responsibilities so when I do attend conferences, I like to do as much as possible.
- I would like to see staff development as a pre-conference to Statewide Equity. However, a one-day swap meet might better be offered <u>not</u> in conjunction with other conferences. I usually cannot get release time for three days in a row.

No=5
Comments:

- Gets too long.
- Too much.
- A separate meeting would be better. It is often too difficult to be away for two or more consecutive days and justify an absence for a meeting and a conference.
- Time tacked onto other meetings makes it too long to be away.
- It is easier to justify being away from campus for 1-2 days at a time rather than 3-4 days.

E. Please tell us how we can improve your staff development needs through current staff development efforts:

1. The combined DPI and WTCS Vocational Equity Leadership Cadre:

- Exposure to ideas and activities that have worked in other technical colleges both here in Wisconsin and around the country.
- I support the Cadre and I am not sure how to improve it at this time for WTCS. It seems DPI focused.
- I am not able to attend often because of my teaching schedule. Makes it hard to comment.
- This is good-must keep at it.
- Updated resource materials for use in classes, workshops and presentations.
- More STW linkages-how DPI and WTCS can coordinate efforts.
- This is a good idea.
- Did not attend.
- Will probably not attend in future due to budget. Also, last fall ('95) meeting's emphasis on working on things in area groups was not useful to me; it seems more useful to work with and exchange ideas with people who work with similar clientele/general age groups.
- Encourage participation of staff beyond those working on grants.

2. Statewide Equity Conference:

- The November '96 Conference was excellent with a wide choice of speakers and workshops-continued support of this conference.
- This is an excellent conference. There is a variety of issues addressed and I always learn something.
- Excellent-very satisfied.
- Updated resource materials for use in classes, workshops and presentations.
- Make audio/video tapes available for purchase on the best sessions.
- Recruiting and retaining and placing diverse students: Model programs, what is working.
- This is getting better. (i.e.-Less "Ron-Herring" types and more diverse areas.)

2. Statewide Equity Conference: (Continued)

- I am a new staff member at MSTC in Human Resources. The Equity Conference on 11/14-11/15/96 was my first exposure to equity programming/activities provided by WTCS so I don't have many comments at this time. Found all session I attended interesting. However, found much of the emphasis to be most applicable to elementary and secondary institutions and students. Would like to see more programming geared to technical college system and postsecondary and adult students.

- Will probably not attend.

- Include subjects which are directly useful to faculty.

3. Suggestions for presenters or additional ideas:

- More sessions that educate/sensitize equity staff about working with diverse populations. i.e., disabled trainers facilitating experiential workshops.

- There was an excellent presentation done in Milwaukee several years ago in spring regarding multicultural students, learning styles, etc. If this could be presented for a larger group of instructors, it would be great.

- Packet of materials for "hard to reach" employees.

- The WITC General Education staff is currently completing Accelerative Learning (ACCEL). Bob Pavlik (Cardinal Strich College in Milwaukee) does a wonderful presentation on Teaching and Assessing with Multiple Intelligences (funny, high energy presenter).

- Equity needs to include diversity.

- SST Communications in Chicago (312-563-1644) provides dramatic presentations on workplace issues, such as cultural diversity, sexual harassment, etc. They seem to be well-received wherever they perform/present.

- We have two needs here locally: (1) Money for advertising our equity-related workshops and sessions; (2) Sexual harassment is coming back around again. We need to have school administrators, department heads and teachers especially trained on how to handle situations without further harming the person who has been harassed.

F. If we were to offer a one-day staff development workshop, what equity training would be of most benefit or interest to you?

- World of Difference Institute-Lucille Gerret (212) 885-7809

- More sessions that educate/sensitize equity staff about working with diverse populations. i.e., disabled trainers facilitating experiential workshops. Additional workshops could be lead by African Americans, Hispanics, Asian Americans, Hmong.

F. If we were to offer a one-day staff development workshop, what equity training would be of most benefit or interest to you? (Continued)

- Sharing of NTO programming models for recruiting, training and placing of students.

- How to incorporate all the information into the classroom. How to get staff to accept it - believe in it and do it.

- Learning styles, difference and diversity, anything that will continue to increase our sensitivity, hence increase our effectiveness.

- Teaching strategies for NTO and multicultural students - learning styles, language, gender issues (I know this has been done, but it is always helpful).

- "Hard to reach" employees.

- Any diversity issue training (Multicultural).

- Right now any training I can receive in some of the base issues would be great as I am new to this issue of equity.

- I need a staff development that gets me together with other nontraditional WTCS coordinators to share ideas and see what is working and what is not. In the past two to three years, this important part of staff development has been missing.

- Any.

- Sexual harassment issues need to be addressed at a higher level and the policies and practices brought down to staff working with NTO and equity issues, particularly the middle aged and near retirement male instructors. Retention of NTO's in school. Survival skills for NTO's in the workplace.

- Gender and ethnic in the classroom. Cultural differences (race and gender) and its impacts on teaching methods.

- Swap meet to discuss equity presentation strategies that have been successful.

Appendix C

Wisconsin Vocational Equity Leadership Cadre Fall Meeting
October 1-3, 1996
The Pointe Hotel and Conference Center - Minocqua, Wisconsin
Agenda

Day One - Tuesday, October 1, 1996

11:00 - 12:15	Informal Lunch, Meeting Registration, Credit Registration	Top of the Pointe
12:30 - 12:50	*Welcome, Focus of 1996-97 Cadre Training, Overview*	Conference Room
12:50 - 2:45	*Family Economic Self-Sufficiency: A National and State-Level Collaborative Initiative*, Sandra Van Fossen, Wider Opportunities for Women (WOW)	Conference Room
2:45 - 3:00	Break	
3:00 - 4:15	*As the World Spins: How did we get here and what does it mean for the future* A panel discussion on the employment and training movement in Wisconsin. Facilitated by Normajean Bunton, Employment Options, Inc.	Conference Room
4:15 - 5:00	*Issues and Connections Between Teen Single Parent, Adult Single Parent and Displaced Homemaker Programs.* A facilitated discussion by Kathleen Paris, Paris, Cullen and Associates	Conference Room
5:00 - 5:15	Drawings for Prizes and Materials (You must be present to win)	Conference Room
5:15 - 7:15	*Planning for the Future - Steering Committee Meeting, Part 1* (Steering Committee Members Only) Facilitated by Kathleen Paris	Conference Room
5:15 - 7:15	*Spinning Into the Future - Wisconsin Women Work!* Annual Meeting Reception, Networking and Planning Activity Open to All	Top of the Pointe

Day Two, Wednesday, October 2, 1996

7:00 - 10:00	Continental Breakfast	Lobby
8:00 - 8:30	*Welcome, Focus of 1996-97 Cadre Training, Overview, UW-Stout Project Report*	Conference Room
8:30 - 10:30	*School-to-Work Issues for Women; Advocacy for Equity* Wider Opportunities for Women (WOW)	Conference Room
10:30 - 10:45	Break	
10:45 - 12:00	Advocacy for Equity: Problem Solving and Discussion	Conference Room
12:00 - 1:00	Lunch	Top of the Pointe
1:00 - 3:00	Action Research Network Meeting Presenter: Melissa Keyes, Keyes Consulting Facilitated by: Lorayne Baldus, UW-Stout	Conference Room
	Steering Committee, Part 2	TBI
3:00 - 3:15	*Technical Assistance Status Report* Barbara Bitters, WI DPI	Conference Room

... over ...

Day Two, Wednesday, October 2, 1996 - Continued

3:15 - 4:45 Round Tables (Choice of three)

1. *A Model for Transitioning Teen Parents That Works* Lance Ellmann, CESA #4/Judith Erickson, WWTC	Top of the Pointe
2. *Equity Issues for Single Parents/Displaced Homemakers* WOW	Top of the Pointe
3. *Mentoring as a Part of Equity, Single Parent, Teen Parent and Displaced Homemaker Programs,* A Discussion facilitated by Barbara Dougherty, UW-Madison	Top of the Pointe
4. *Goals 2000 and Pregnant and Parenting Teens: Making Education Reform Attainable for Everyone* Eyvonne Crawford Gray, WI DPI	Top of the Pointe
5. *Sexual Harassment Curriculum for Students K-12* Melissa Keyes	Conference Room
6. *A World of Difference - Prejudice Reduction Training* Neil Anderson, Wausau School District	Conference Room
7. *Nontraditional Employment Training in the Job Centers* Nancy Hoffman, YWCA-Milwauke	Conference Room
8. *Youth Apprenticeship Issues* Cathy Crary, Youth Apprenticeship CommunityDevelopment Specialist, Governor's Office for Workforce Excellence, Madison	Conference Room

4:45 - 6:00 Sectionals (Choice of one)

1. *GESA Programs* GESA for Parents, Jean Beschta, Appleton School District GESA and Community Equity Issues, Emily Bodensteiner, Nicolet Technical College GESA - New Research and Its Relevance to Postsecondary, Jean Kapinsky, Northcentral Technical College	Conference Room
2. *New Resources* *The Discovery of Dawn* - Video and Discussion Eileen Littig, CESA #7/NEWIST *Women in Dentistry* - Video and Discussion Jocelyn Riley, Her Own Words	Conference Room
3. *Women in Poverty* - Video and Discussion Fran Johnson, Facilitator	Top of the Pointe
4. *Career Planning Video - A Distance Learning Model* Barbara Nordberg, Women's Development Center, Waukesha County Technical College	Top of the Pointe

Day Three, Thursday, October 3, 1996

7:30 - 8:30	Breakfast Buffet, Announcements, *Report from the Steering Committee*	Top of the Pointe
8:30 - 10:15	*Black Vernacular English* Dorothy Reynolds, Our Communication Link, Inc.	Conference Room
10:15 - 10:30	Break	
10:30 - 12:15	*White Privilege* Melissa Keyes, Keyes Consulting and Ralph Berkeley, Multicultural Education Director, Beloit School District	Conference Room
12:15 - 12:30	Closing remarks, Drawing for prizes and materials (you must be present to win)	Conference Room

WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
FALL MEETING, 1996

SUMMARY OF OPEN ENDED EVALUATION QUESTIONS

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6. What was the most helpful information to you?

K-12 - Equity/Multicultural:

- The handouts are great - will use them immediately. The networking with other CESA cadre members. TheSTW ideas and how to make sure females are included. Update on the status of 118.13 self assessment. Sandra VanFossen was very knowledgeable about trends in equity.
- The sectionals and roundtables were very helpful.
- I enjoyed the White Privilege sectional. It was informative and stimulating.
- Black Vernacular English, White Privilege
- The round tables although we needed more time - Youth apprenticeship, Sexual Harassment
- Sexual Harassment Round Table, Family Economic Self-Sufficiency, School - to -Work Issues, Black Vernacular, White Privilege
- Family Economic Self Sufficiency
- The handouts and the packets of information on STW. This is something I plan on distributing to all staff at my school. I enjoyed the roundtable discussions on Wednesday afternoon, and I always enjoy Eileen Littig's videos.
- 6 Strategies. We need time to meet as a g roup/cadre. I feel we are losing our focus - particularly in future planning when we had to ask to be included. Some of us don't have teen parent programs. Maybe all could have an afternoon breakout at next meeting.
- Support for advocacy.
- The "venting" session on Day Two
- The breakout sectionals on Day 2 were excellent! I would have liked to spend even more time on those "practical" issues
- Resources - sharing what others are using

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K-12 Single Teen Parent:

- The importanceof knowledge of equity issues, nontraditional jobs, meeting with other T.P. Coordinators and finding out about their programs.
- Barb Norberg's presentation on distance learning - I plan to contact her
- Time with the Single Parent Coordinators
- Excellent handouts
- Roundtables. Networking w/others in my profession. Discussion of the 6 strategies of self-sufficiency

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Postsecondary - Equity/Multicultural

- Thursday morning subjects
- Steering Committee Meeting, Action Research Meeting
- Learning about the cadre's work as this was my first meeting

- I appreciate the dedication of the cadre. I am optimistic that the issues that are at the heart of this group and the work they /we have done to address issues will move forward. There is a passion and energy that fuels and drives our goals.
- Interaction with statewide colleagues and resources handed out.

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Postsecondary - Single Parent/Displaced Homemaker

- It is so important to be and or to stay connected in this whole effort to increase WOW
- Networking with colleagues
- Day 3, Sectionals on Day 2
- Roundtables and sectionals were excellent! We have so much to share with each other. Wouldn't it be a good idea to begin a seminar with roundtable discussion?
- I found the information sessions where I could congregate with my colleagues who run similar programs the most helpful.
- Individual afternoon sessions on Wed. and Thurs. am.
- Self-sufficiency
- M. Keyes materials re: Sexual Harassment; GESA - it was interesting to hear how this can be used with a variety of populations including parents and non-classroom educators.
- School-to-work

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7. What was the least helpful information to you?

K-12 Equity/Multicultural:

- The Gender Cadre list is now alphabetically and not by CESA area. That makes it very difficult to connect to others. I would appreciate the CESA arrangement given out in the past.
- We don't have a project for teen mothers or school age parents.
- Be sensitive that Day One was full of male bashing
- In general, this meeting was a disappointment the substance was missing. I would like for us to go back to focusing on issues of equity and a structure that will give me tools/skills to use with schools. D. Reynolds was interesting - though I don't really think it was appropriate to use her time to outline her personal agenda and proposal for funding. Wed. am sessions were futile. There was a time when these meetings were the thing I looked most forward to during the year; there was a commardarie among the cadre and we really focused on specific issues and learned. To my disheartenment, the group has become large and distant, and the content is all over the place or without substance. The air has been released from my balloon. Now I just attend a state meeting.
- First Day - Tuesday
- Tuesday
- As the Work Spins and Issues and Connections• The WOW information was interesting but has no bearing on what I do day in and out. I realize there is a need for consolidation of efforts but K-12 was left out except for Wed. pm when I had to leave because of work conflicts.

- I don't know whether it was least helpful but the most frustrating for me was that the School-to-work discussions could have hit on the equity issues and made a difference in our state project, but a speaker out of state who had no concept of what we do in WI was not helpful. We need to talk about why the number of female participants is YA is low or why the average/below average achiever isn't provided with the same opportunities as the TAG students...
- People using "glib" terms with the assumption that we know what they are talking about.

****

K-12 Single Teen Parent:

- Didn't get much from "lecture" type presentations. (Older woman from Madison & WOW)
- Advocacy for Equity seemed to be a gripe session and I felt uncomfortable with it.
- Wednesday AM presentations
- Needed more time for single teen parent (and other individual) groups to meet and discuss program sharing
- Rehash of old material
- No assistance for single parent coordinators. We need an opportunity to meet each other and discuss our concerns.

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Postsecondary - Equity/Multicultural

- It was all helpful even when it was review
- It was very hard to hear with several roundtables or sectionals going on in the same room. There was good information that shouldn't be lost in the noise.

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Postsecondary - Single Parent/Displaced Homemaker

- Great need for technical college single parents/displaced homemakers to meet with staff consultant.
- I am very irritated with this group of people in one area - there is so much talking in small groups while a speaker is talking. Very distracting and very bad manners. We also needed to have the table turned the other way so we aren't looking sideways for hours.
- I did not think Kathleen Paris' presentation where she asked us our current issues was very helpful. We know a lot of our problems - how about talking about solutions. It seemed like she was gaining information for research, but it was not helpful for us.
- K-12 sessions, could have sessions at same time that deal with displaced homemakers. Also goes for 1st day - should have sessions for K-12
- I have no professional contact with African Americans speaking Black Vernacular - I do realize it is important for me to know and understand this topic, however, Ms. Reynolds style of "reading" to the audience was difficult to attend to -very poor overheads. Very glad that race and gender were talked about together. Dominated the conference two years ago.
- Inordinate amount of time spent on BVE

****

Thoughts you would like to share about Day One:

K-12 Equity/Multicultural

- Information was helpful but not immediately applicable for K-12?
- Seemed aimed at the displaced homemaker program/VTAE programs. Although we may have similar issues, this was not very helpful to advancing CESA & K-12 schools in reaching #5 of the State Standards. It seemed a real waste of my time.
- For new people, there should be an Introductory session to catch them up to the cadre's work.
- I didn't find today's agenda very stimulating. It seemed too generic and lacking in content. The section "As the Work Spins" might have been good for some, but for most of us it was useless. I also didn't appreciate the subtle male bashing comments by some people in the audience. This group in particular should be above that.
- It was OK.
- This is my first cadre meeting. As the equity coordinator for my district, I did not think this was very relevant for me but I did learn some things that added/helped my male perspective.
- As a male, I felt very out of place at #'s 2-5. Nothing to do on what I do - Let's keep our workshop together but our agenda's separate!!
- I realize the purpose of the day was to do just that compare and have common ground. However, it seemed that the presenter had to keep the presentation so general that there was not much new presented.
- There was nothing for K-12 educators.
- "As the World Spins" - although historically interesting, I did not feel that it provided information that could not have been presented in brochure form.

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K-12 Single Teen Parent:

- I would have liked to have more time to interact with the teen parent coordinators. Maybe 2 hours each day.
- Sandra VanFossen's presentation was great. We needed more time to work with Kathleen Paris
- Time with Teen Parent Coordinators was great - we need more time and workshops together!
- Teen Parents should have had a separate time on the agenda to discuss common issues.

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Postsecondary - Equity/Multicultural

- Some of today's topics didn't seem relevant
- There was redundency- too much was planned - the same comments and issues kept surfacing - we have done this enough - time to move on.

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Postsecondary - Single Parent/Displaced Homemaker

- Long drive - sessions too late in the day.
- I realize the first day was to be dedicated to post-secondary needs, but I found it to be a rehashing of old info. that lead nowhere. I think we need to return to traditional state-called meetings for discussion of program issues, needs, etc. rather than trying to find a place for our needs to be met within the

context of equity issues in general. Equity issues are relevant, but don't necessarily meet the needs of SP/DH program providers.
- The day was too long I lost my concentration about 4:00.
- Not very meaty.

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Thoughts you would like to share about Day Two:

K-12 Equity/Multicultural:
- Would have liked to see the discussion more focused so it doesn't become a "poor me" discussion. The STW issues were informative. The rounds tables more instructive, but it was hard to hear on the long tables. I liked the choices that the round table format offered.
- The level of table talk around the room was frustrating and embarrassing. Since I wasn't here on Day 1, I feel that today I"ve walked in on a continuing conversation. I am not really included. What was to be the focus of the WOW speaker - she was a disappointment.
- I liked the roundtables and was able to sample many.
- Much more relevant for me in the afternoon.
- Liked round tables, but room was too small
- Introductions of people attending would have been especially helpful to new people that were in attendance. I had a hard time making connections.
- I thought the day needed a "formal" start off and introductions. I had 3 new members attend and they didn't get an introduction to the cadre or even an introduction - I thought this was Day 1 of the Equity Cadre and wish it would have started out that way - not as a "carry over" of Day 1. I was offended that we bring in an out-of-state presenter who doesn't even know what we do in WI STW programs. ie: What is articulation ie.: what is employer incentive.
- Roundtables were a good method to see many equity issues.
- I didn't like the long break in the middle of the day - as a commuter it was a waste of my time.

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K-12 Single Teen Parent:
- Someone specifically from Wisconsin re STW would have been better. Roundtables and Sectionals were the best part of the day - we needed much more time for these

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Postsecondary - Equity/Multicultural
- Breaks are great ways to learn - we need a few more.
- Days could be organized so that technical school and high school issues could be on both ends of the conference with mutual interest in the middle.

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Postsecondary - Single Parent/Displaced Homemaker

- It might be helpful to split the needs of secondary and postsecondary by having programming for one on the first day and programing for the other on the third day, with joint programming on the second day. More people would probably attend if they could get away for two days (all of which would be appropriate to their needs.)
- Learned so much in afternoon sessions and could ask questions
- A lot of "meat" with not enough time to get to the core of the issues.

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Thoughts you would like to share about Day Three.

K-12 Equity/Multicultural:

- We heard more female speakers than male in the last three days. Can we get a better balance.
- The best of today was #3.
- Too much reading - we can read.
- Enjoyed the philisophical discussion. Coming from rural NW Wisconsin these were some ideas that could be applied to our own ethnic diversities.
- Liked the time frame of the conference - would really like to see more topics related to the activities we can do in our classrooms.
- Change exercise

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K-12 Single Teen Parent:

Dorothy's presentation made me think alot even though I had been part of this presentation in the past

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Postsecondary - Equity/Multicultural

- Excellent presentations
- These topics were useful in challenging our attitudes and promoting expansion of thinking

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Postsecondary - Single Parent/Displaced Homemaker

- Liked the ending time and bag lunch
- Should have been programmed for Day 2
- These are less related to my work so less helpful but intensely interesting!
- Has the backlash caused us to abandon the discussion of sexism? Has feminism become the "f" word of the cadre also?
- These two topics need to be on other conference agendas also such as: careers conference; Education & Work conference etc.

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Other Comments:

Starting Times, Structure Etc.

K-12 Equity/Multicultural

- Structure was fine. This was my first time so I have nothing to compare it to. The meeting times were great because I have to travel 2 1/2 hours.
- I liked starting 11:00 first day - but can generally only make it to two days
- When we have to travel this distance, it was nice to have a late start and early finish. But 3 days is too long to be away when we are in a more centralized location. The breakfast buffet was a nice idea.
- Loved the new format starting late on first morning and finishing at noon
- I like the new time frame but don't run into the evening.
- Three days is too long for me to take off

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K-12 Single Teen Parent

- I prefer a 2 full day format as then I only have to miss two class days instead of three and there would still only be two nights overnight.
- I liked the structure of the days.
- I would like the meetings to begin on Monday AM and end Tuesday PM. This would mean that I could attend all meetings and not miss 3 days of school.

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Postsecondary - Equity/Multicultural

- Another possible conference site is the Green Lake Conference Center

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Postsecondary - Single Parent/Displaced Homemaker

- Three full days are difficult yet we had to squeeze.

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Topics for other Cadre meetings

K-12 Equity/Multicultural

- Media Literacy - David Considine comes to Wisconsin regularly. Dealing with newspaper and media/i.e. equity issues (D. Considine). Are there any strategies for equity in K-12 and education from other countries?
- Sexual harassment Prevention Programs Grades 4-7, Increased Female enrollment in Technology-National Pilot projects that are focusing on 5-8th grade females to increase nontraditional job choices. We need to learn what is being successful in other CESA's and other parts of the country. We need to have activities and speakers we could use at our own CESA schools. We need to have a double tract so the K-12 system can have practical sessions.
- Date rape and date rape drugs
- Poverty as an equity issue - how socioeconomic status effects students (more like what Bob Croninger did.
- Enrollments in nontraditional courses at high schools and tech colleges, Model programs, panels

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K-12 Single Teen Parent

- W2 Update - How is it really coming out so we are ready in Sept. 1997

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Postsecondary - Single Parent/Displaced Homemaker

- Next year: Biracial issues and invite biracial people to discuss issues

Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: Secondary Teen Single Parent Program Staff
Postsecondary Single Parent/Displaced Homemaker Staff

AGENDA - DAY ONE, APRIL 8, 1997

9:30 - 10:15 a.m.	REGISTRATION,BREAKFAST and NETWORKING	
10:15 - 11:00	Introductions, Announcements, Ice Breakers *Facilitator: Lorayne Baldus, UW-Stout*	***East Windsor***
11:00 - 12:00	W-2 Update and Other Current Issues *Hannah Rosenthal, Regional Administrator, Health and Human Services*	
12:00 - 1:00 p.m.	LUNCH	
1:00 - 2:30	SECTIONAL I Training Waivers for Single Parent/Displaced Homemaker *Leslie Binns* *Enlightened Care, Inc.*	SECTIONAL II Questions & Answers on W-2 Update *Eileen Mershart, Exec. Dir.* *Wisconsin Women's Council*
	SECTIONAL III Training Pilot Counties for W-2 *Becki Lockery* *UW-Oshkosh* *Lead Curriculum Writer for W-2* *Division of Economic Support Training Unit, DWD*	
2:30 - 2:45	BREAK	
2:45 - 4:00	K-12 Single Parent-Sharing with Consultant and Colleagues *Facilitated by Eyvonne Crawford Gray*	Postsecondary Single Parent/ Displaced Homemakers-Sharing with Consultant and Colleagues *Facilitated by Fran Johnson*
4:00 - 4:30	WRAP UP/CLOSING	***East Windsor***
4:30 - 6:30	Wisconsin Women Work Board Meeting	

... over ...

Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: ALL

AGENDA - DAY TWO, APRIL 9, 1997

7:15 - 8:15 a.m.	Breakfast/Networking			
7:45 - 8:15	Registration			
8:15 - 9:00	Introductions, Overview, Announcements and Updates *Facilitator: Linda Riley*			***East Windsor***
9:00 - 10:15	Barriers to Moving from Welfare to Work *Wendy Pollack, Attorney* *Poverty Law Project, Chicago, Illinois*			
10:15 - 10:30	BREAK			
10:30 - 11:15	REACTION PANEL *Facilitator: Barbara Dougherty*			
11:15 - 11:30	Discussion/Wrap Up			
11:30 - 12:00	Legislative Update - Setasides *Norm Kenney, Bureau Director, Planning and Management, WTCSB* *Bob Enghagen, Department of Public Instruction*			
12:00 - 12:40 p.m.	LUNCH			
12:45 - 1:30	*"The Right To Dream" by Living Voices*			***East Windsor***
1:30 - 3:00	Adolescent Male Sexual Aggression: Incidence and Correlates *Dr. Donnel Marie Kerns, UW-LaCrosse*	Building Alliances Across Race *L. G. Shanklin-Flowers, In Reach*	Women and Disabilities *Ellen Emanuel, Ph.D., UW-Stout*	
3:00 - 3:15	BREAK			
3:15 - 4:45	Promoting Healthy Relationships *Nancy Worchester, WI Domestic Violence Training Project*	Current Information and Research-Programs that Work *Meme Kintner, Briarpatch;* *Barb Wehman, CESA #11;* *Mary Kay Kamps, Youth Services, Appleton*	Women and Disabilities (Continued) *Ellen Emanuel, Ph.D.*	
4:45 - 5:00	WRAP UP, CLOSING			***East Windsor***

Wisconsin Vocational Equity Cadre Spring Meeting
Comfort Suites - Green Bay, Wisconsin
April 8-10, 1997

Target Group: K-12 and Postsecondary Equity/Multicultural Staff

AGENDA - DAY THREE, APRIL 10, 1997

7:30 - 8:00 a.m.	Breakfast/Networking				
8:00 - 8:30	Introductions, Announcements				***East Windsor***
OPPORTUNITIES TO DELIVER PREJUDICE REDUCTION TRAINING					
8:30 - 10:30 CHOOSE ONE	Introduction to "A World of Difference" *Nell Anderson and Yer Her, Wausau*	Science, Math and Literacy Issues *Marta Larson, P.E.O.*	Sexual Orientation Keeping Your Students, Staff and Districts Safe *Barbara Bitters, DPI;* *Harriet Bruyn, PFLAG;* *Eileen Littig, NEWIST/CESA #7*	Classroom Activities on WI Indian Treaties and Tribal Sovereignty *J. P. Leary, DPI*	
10:30 - 10:45	BREAK				
10:45 - 11:45	Introduction to "A World of Difference" *(Continued)*	Expanding Your Horizons *Jackye Thomas, MATC-Madison;* *Hope Fasking, UW-Madison*	Marketing Equity, WEAC *To be Identified*	MS Sexual Harassment *Elaine Bauman, River Falls;* *Cindy Vaughn, CESA #2*	
11:45 - 12:45 CHOOSE ONE	**K-12 Equity Staff** Sharing Meeting with Consultant and Colleagues LUNCH SERVED		**Postsecondary Equity Staff** Sharing Meeting with Consultant and Colleagues LUNCH SERVED		
12:45 - 1:00	WRAP UP, EVALUATIONS - ADJOURN				***East Windsor***

1996-97 Wisconsin Vocational Equity Leadership Cadre Spring Meeting
Meeting Feedback Form

PLEASE COMPLETE:

Level working at:
_____ K-12
_____ Postsecondary
_____ Other: _____

Major Responsibility/Interest
_____ Single Parent/Displaced Homemaker
_____ Equity/Multicultural
_____ Other: _____

PLEASE COMPLETE THE FOLLOWING QUESTIONS BY GIVING YOUR FRANK OPINIONS AND REACTIONS:

1. How new were the topics or materials to you?	Very new New	Somewhat New	Not New
2. How relevant or useful was the training to your work - did it meet your needs?	Yes	Somewhat	No
3. Do you feel the ideas and concept can be immediately integrated into your work?	Yes	Somewhat	No
4. How effective were the presentations in getting ideas across to you?	Highly Effective	Somewhat Effective	Not Effective
5. Was there enough opportunity for questions and discussion?	All that was needed	Too Much	Should have been more

6. What was the **most helpful** information for you?

7. What was the **least helpful** information for you?

	Excellent		OK		Poor
8. How would you rate the overall training?	5	4	3	2	1
9. Please rate the following:					
Workshop Correspondence	5	4	3	2	1
Meeting Facilities	5	4	3	2	1
Meals and Breaks	5	4	3	2	1
Handouts and Materials	5	4	3	2	1
Rooms	5	4	3	2	1

Please turn over....

Please rate the following and provide additional comments:

	Very Helpful		Helpful		Not Helpful	Did Not Attend
	5	4	3	2	1	0
Day One, Tuesday, April 8, 1997						
1. *W-2 Update,* Hannah Rosenthal	5	4	3	2	1	0
2. *Training Waivers for SP/DH*	5	4	3	2	1	0
3. *Q&A on W-2,* Eileen Mershart	5	4	3	2	1	0
4. *Training Pilot Counties for W-2* Becki Lockery	5	4	3	2	1	0
5. K-12 Single Parent-Sharing	5	4	3	2	1	0
6. Post. Sec. SP/DH Sharing	5	4	3	2	1	0

Thoughts you would like to share about Day One:

_____

_____

_____

Day Two, Wednesday, April 9, 1997

1. *Barriers to Moving from Welfare to Work* Wendy Pollack	5	4	3	2	1	0
2. *Reaction Panel*	5	4	3	2	1	0
3. *Legislative Update*	5	4	3	2	1	0
4. *"The Right To Dream"*	5	4	3	2	1	0
5. *Adolescent Male Sexual Aggression* Donnel Kerns	5	4	3	2	1	0
6. *Building Alliances Across Race* L.G. Shanklin-Flowers	5	4	3	2	1	0
7. *Women and Disabilities* Ellen Emanuel	5	4	3	2	1	0
8. *Promoting Healthy Relationships* Nancy Worchester	5	4	3	2	1	0
9. *Current Information and Research* Kintner, Wehman and Kamps	5	4	3	2	1	0

Thoughts you would like to share about Day Two:

_____

_____

_____

Day Three, April 10, 1997

1. *"A World of Difference"*	5	4	3	2	1	0
2. *Science, Math and Literacy*	5	4	3	2	1	0
3. *Sexual Orientation*	5	4	3	2	1	0
4. *Classroom Activities on WI Indian*	5	4	3	2	1	0
5. *Expanding Your Horizons*	5	4	3	2	1	0
6. *Marketing Equity*	5	4	3	2	1	0
7. *MS Sexual Harassment*	5	4	3	2	1	0
8. *K-12 Equity Staff Meeting*	5	4	3	2	1	0
9. *Postsecondary Equity Staff Meeting*	5	4	3	2	1	0

Thoughts you would like to share about Day Three:

_____

_____

_____

DID YOU COMPLETE THE OTHER SIDE? Thank you! Your opinions are important.

Name _____

OPTIONAL but useful.
Required for credit.

SUMMARY - FEEDBACK FORM - Open-ended Questions
FY97 - Spring Cadre Meeting

QUESTION: What was the **most helpful** information for you?

Postsecondary Single Parent/Displaced Homemaker

- Postsecondary Single Parent/Displaced Homemakers Sharing with Consultant and Colleagues
- W-2 update and implications
- Attorney's presentation and reaction panel, W-2 Policy Update with Hannah Rosenthal, Dramatic Performance
- As always this was loaded with great info. Torn between frustration that each topic is of interest to me, I can attend only one at a time and each one I go to doesn't totally apply to me, though I can draw out the valuable "pieces." I'm thrilled with the handouts I've taken that I can use with students, share with other staff, and put into by resource files.
- Everything was great - info of sessions attended were good for all attended.

K-12 Single Teen Parent

- W-2 Updates and "The Right to Dream" presentation
- Directions political legislation moving. (Hannah's and Wendy's presentations)
- W-2 Updates, Legislative Update, Single Parent Sharing

Postsecondary Equity

- New video from Cincinnati - Eileen Littig
- Legislative info
- Info on what's happening now with W-2
- New update on W-2, emerging issues and legality on dealing with gay and lesbian youth coming out - safe learning environments, GESA training.

K-12 Equity

- Adolescent male sexual aggression, healthy relationships, sexual orientation,
- Nancy Worchester's session and the way she organized it.
- As a classroom teacher, I felt that the variety of sections were great and pertain highly to what I do and ideas for what I can bring back to my district. Especially sexual orientation materials. "Right to Dream" wonderful!
- Sexual orientation, sexual aggression, sexual harassment, update on W-2.
- The ability to co-chair and network with colleagues. I'd like to suggest we consider round table issue focused short sharing sessions as another option to consider.
- Networking
- Breakout sessions
- Family Math Program
- The session on adolescent male sexual aggression - I whish there had been enough time to hear about her preventative activities. I was pleased to see the day focused toward postsecondary allowed the K-12 to attend only days 2 and 3 - still gain information.
- L. G. Shanklin-Flowers! Please get her back. Legislative Update.
- Excellent background - historical perspective on many issues.
- W-2 information - this is so confusing for our students.

QUESTION: What was the **least helpful** information for you?

Postsecondary Single Parent/Displaced Homemaker

- Training Waivers for Single Parent/Displaced Homemaker - interesting, but not that helpful.
- W-2 Policy Updates in break out session.
- Legislative update - Norm and Bob really didn't have lot to share.

K-12 Single Teen Parent

- Although the speakers were excellent, a few were more motivational than informational and a couple seem unprepared, or were dealing with readable material.
- Illinois statistics. Nothing was presented that we didn't already know at least in general, basic terms.
- Legislative update - not too much to report, which I recognize may not have been fault of presenters!

Postsecondary Equity

- The descriptions of the workshops - they weren't enough to make a selection from - both advance info and in handout packet.

K-12 Equity

- First speaker on Wednesday - soft-spoken, no mic.
- Not having the "Marketing Equity" session.
- I found something from each presentation.
- If you've been to these meetings over a number of years it may be hard to get presenters that are addressing new topics or old topics in new ways.
- Legislative updates
- W-2 information because I have gotten it through other sources previously.
- Expanding your Horizons - only because a limited number of students that are able to attend.

QUESTION: Thoughts you would like to share about Day One

- Interesting information - well presented.
- As a new staff member, information seemed overwhelming, but by second day I felt more comfortable.

- I would have liked more sharing of the progress of programs i.e., low enrollment, outreach etc. due to W-2 and some group problem-solving to these issues.

K-12 Single Teen Parent

- Very informative day for W-2 understanding and updates. K-12 sharing effective with Barb, but Eyvonne was missed.
- The sharing times were the most valuable. This is one of the few times the larger group meets and can exchange ideas/concerns/successes/ failures. It would have been nice if Eyvonne had been there.

Postsecondary Equity

- Keep tight schedule so as not to take away from other presenters.
- Very depressing

K-12 Equity

- Hannah was great, please have her back. She does an excellent job of informing us of current issues and in an entertaining way.
- Hannah is always a good motivational speaker. I also liked the K-12 Single Parent Sharing.
- Where was Eyvonne? She needs to be at the K-12 Single Parent sharing session. Bard Schuler did a nice job of facilitating for her.

QUESTION: Thoughts you would like to share about Day Two:

Postsecondary Single Parent/Displaced Homemaker

- I found Wendy Pollack's information provocative, but depressing. Legislative Updates was interesting.
- Left at 1:00 to return to NTC campus. Important information received in a.m. Congenial group.
- Excellent program. Great presenters.

- I really enjoyed the Wendy Pollack presentation - I thought she outlined the barriers thoroughly. I wish there would have been more statistics on Wisconsin.

- Wendy Pollack should have researched Wisconsin laws, W-2 a little bit before her presentation.

K-12 Single Teen Parent

- "The Right to Dream was extremely moving, powerful, and thought provoking. Making the day worthwhile. Legislative update was helpful, but difficult to follow and I believe it would have been more conductive to our goals to have a Wisconsin presenter as opposed to an Illinois speaker.

- "The Right to Dream" presentation was fantastic. Often those of us who are not from Madison or don't deal with state agencies on a regular basis feel "out of the loop" during discussions when names and agencies are flying thru the discussion.

Postsecondary Equity

- Excellent opportunity for me to get to know some women I had met, but needed more time to talk to them.

K-12 Equity

- Like to focus more on solutions. Successful short term programs.

- Glad to have topics relevant to K-12 programs.

- Wendy Pollack was excellent - she had so much information to give.

- A microphone for the keynote speaker would have helped. She was hard to hear.

- Would have appreciated a microphone for Wendy. The afternoon sectionals were very welcome.

- Wendy's material (facts) were good but what's the correlation between her research in Chicago and what we are doing in Wisconsin - she didn't make the connection. Bring L. G. Shanklin-Flowers back! Reaction Panel - Yes, Finally speakers with spirit, energy and motivation! Get more of these!

- Reaction Panel - needed more time. "The Right to Dream" - Excellent

QUESTION: Thoughts you would like to share about Day Three

Postsecondary Single Parent/Displaced Homemaker

- Very disappointed that Marketing Equity was removed from choices - concerned that this is an indicator of the direction of personal and institutional commitment to this issue. In this time of never enough time, I probably would not have come, if I'd known this was not being offered.

- What an inspiring excellent presenter? This was absolutely fascinating ("A World of Difference"). I really enjoyed this conference. It was one of the most informative I have attended in a long time.

K-12 Equity

- Enjoyed the workshop. Loved the cadre meeting. Learned a great deal.

- It is unfortunate WEAC did not have someone present. In our district, out union and uniserve director fight against equity training loud and long!

- I whish we could have seen more sessions.

- I liked the activities Marta shared. By doing things, I learned and will remember. I was glad to have some choice in what to attend.

Topics for Next Year

- How do we deal with school district employee, and/or students (one on one) quality of equity - what do we say to them? What works short of firing them?

- At the spring meeting, could you distribute Take Our Daughters to Work Day?

- Next year - more activities that can be used on staff development activities. Updated fact sheets. New AV resources. What other CESA's are doing that is successful in equity. Look at the equity issues affecting males.

- Loved being mostly with school focused practitioners. Liked the smaller group.

Appendix D

New Course Proposal

Information for Permanent Course File

Title: Equity Action Research Workshop

For One Credit:

A. Objectives

Participants will:
- Attend two workshops
- Understand the principles of action research
- Learn how to develop a focused action research question
- Develop an equity question for individualized research
- Plan methods to conduct the research
- Conduct the research
- Submit completed research report to WTCSB Educational Equity Consultant and Project Director
- Share results with state-wide equity cadre members through newletters and UW-Stout internet resources.

B. Evaluation

Participants will submit a written report of action research results to the WTCSB Educational Equity Consultant and Project Director for evaluation purposes.

For Two Credits:

A. Objectives

Participants will:
- All of above plus
- Participate as a team member in planning and conducting research *
- Plan research that requires 40 or more hours for completion of study.

B. Evaluation

Participants will contribute to the written report and sharing of information as stated above.

* Participants may conduct research through individual projects or collaboration in a team effort.

Equity Action Research
Course Outcome Summary

District:
Developers: Lorayne Baldus

Course Title:	Equity Action Research
Course Number:	599-575A
Credits:	
Hours of Instruction:	

	Hours in class:	Hours outside effort:
A. Classroom Presentation	2	10
B. On Campus Laboratory and Clinicals		
C. Individualize/Independent Study		
D. Simulated or Actual Work Experience		
E. On-the-job experience		

Course Description: The action research workshop will use a process of disciplined inquiry to study immediate or cumulative effects of equity efforts within a given situation or community.

Course Goals: Participants will participate in workshops develop a research question, determine research method, conduct inquiry and submit results.

How to Use Action Research in the Self-Renewing School

Core Abilities:

- Participants will use the equity knowledge gained through research to create a learning climate for student retention and educational achievement.
- Participants will learn how to use action research as a means for continuous improvement of programs and student achievement.

Learning Plan 1

Learning Plan Overview: To introduce participants to action research and assist them in conducting a study of immediate or cumulative effects of equity efforts within their individual situation.

Learning Plan 1
Equity Action Research

Competencies, Performance Standards, and Learning Objectives	
1. Choose an equity question to research	
Performance Criteria: **Criteria - Performance will be satisfactory when:** •: learner develops a question that is neither to narrow or too broad in scope.	**Performance Conditions:** **Conditions - Competence will be demonstrated by:** •: collaboration with colleagues to define question.
2. Develop a plan to answer the research question	
Performance Criteria: **Criteria - Performance will be satisfactory when:** •: learner develops a plan to answer the question through observation, surveys, logging or interviewing	**Performance Conditions:** **Conditions - Competence will be demonstrated:** •: by participation in collaborative groups to develop methods of data collection.
3. Conduct the research	
Performance Criteria: **Criteria - Performance will be satisfactory when:** •: learner collects enough data to generalize and answers the question.	**Performance Conditions:** **Conditions - Competence will be demonstrated:** •: by appropriately framed research questions that lead to improved understanding of program impact and/or impact on future practices.
4. Write a research report that clearly communicates results	
Performance Criteria: **Criteria - Performance will be satisfactory when:** •: learner reflects on findings and submits a research report that leads to new knowledge of effective teaching/learning practices. •: learner collects data that can be shared with colleagues and administrators.	**Performance Conditions:** **Conditions - Competence will be demonstrated:** •: by commitment to improving student learning through understanding, sharing and using the results.

Course Outline
Equity Action Research

Course Number: 599-575A
Course Title: Equity Action Research

Course Description: The action research workshop will use a process of disciplined inquiry to study immediate or cumulative effects of equity efforts within a given situation or community.

Learning Objectives:

1. Choose an equity question to research
   a. Develop a question that includes language clear and free of jargon.
   b. Develop a question that is specific and practical, resulting in useful information to the researcher(s).
   c. Develop a question that will have an impact on programs through validation of activities or suggestion of future activities.
2. Develop a plan to answer the research question
   a. Discuss examples of research methods
   b. Determine the method(s) to be used in data collection
   c. Create a time line for data collection
3. Conduct the research
   a. Document the data collected in a format to be shared with colleagues.
   b. Evaluate the findings for problems, emergent questions and possible future practices or actions.
   c. Select data for sharing through written report and discussion.
4. Write a research report that clearly communicates results
   a. Participate in discussion of the implications of learning's.
   b. Discuss the impact of the findings on future practices.
   c. Develop materials that can be shared and/or used by others.

Learning Activities:

_____ 1. Attend introductory workshop explaining action research.

_____ 2. Using a group process, explore questions to research.

_____ 3. Determine individual action research question.

_____ 4. Attend a subsequent workshop to clarify research procedures

_____ 5. Complete research

_____ 6. Submit research conclusions for sharing with class members

Performance Assessment:

_____ 1. The action research results will be compiled for evaluation and sharing with Cadre members

Agenda
Action Research Workshop

for

Carl Perkins Single Parent/Displaced Homemaker Programs
Careeer Challenge Facilitators
Sex Equity Project Staff

Melissa Keyes, Ph.D.
Keyes Consulting, Inc.

September 17, 1996
Western Wisconsin Technical College
211 Hickory Street, Room 203
Mauston, Wisconsin

9:30 - 10:00	Coffee and rolls
10:00 - 12:00	• Action Research: Introduction - What is it and why are we talking about it?
	• Personal Reactions to current situations: - Scan short writings -"Free Write" about personal experiences, underlying assumptions, perspectives, expectations, reactions, etc. What are you bringing to this that makes you react the way you do?
	• Small group sharing
	• Large group discussion
12:00 - 12:30	Lunch
12:30 - 2:30	• Developing research Questions, Part I: Small group work to explore questions and resources available
	• Open discussion
	• Developing research questions, Part II: Individual or group work to develop research questions based on current work.
	• Data Collection: Small group work
	• Participant Reactions

Researchers for Equity:
Using Action Research to Enhance Equity and Education

Career Challenge Facilitators
Carl Perkins Single Parent/Displaced Homemaker Programs
Sex Equity Project Staff
Mauston, Wisconsin
September 17, 1996

1. **Introduction:** Action Research--What is it and why are we talking about it?

2. **Personal reactions to current situations:** Scan the short writings attached to this cover sheet. "Free write" about personal experiences, underlying assumptions, perspectives, expectations, reactions, etc. What are you bringing to this that makes you react the way you do?

3. **Small group sharing**: Share your reactions with a small group. Note: we encourage personal sharing, but it is not required. Please share what you feel comfortable with.

4. **Open discussion:** Share with the larger group; relate to differences in paradigms and philosophical positions.

5. **Developing research questions, Part I:** Divide into four small groups. Each group will be assigned one of the short writings attached. a)What question could you ask about this situation that you could explore in the next year? b)Make a list of the sources and resources that are available in Wisconsin that might help you in exploring this question.

6. **Open discussion:** share responses to research questions and sources.

7. **Developing research questions, Part II:** Working alone or with a colleague who works on the same project/class/program you do, develop a research question based on your work.

8. **Data collection:** What data would you need to obtain the answer to your question? Work with a small group, share your question, and allow the group to help you list data you could collect.

9. **Participant reactions:** could you use this process in your work? a)What concerns do you have about this process, what questions could you raise about it? b)Elaborate on ways to address the challenge of using action research to assess the effectiveness of integrating issues of equity into your work.

Melissa Keyes, Ph.D.
Keyes Consulting, Inc.
Phone: 608/256-2156
Fax: 608/256-0331
E-mail:equitymk@aol.com

Designing Action Research to Enhance Equity

1. Write a research question about equity and education that you would like to answer in your work. Leave space after the question for revision after working with a group.

2. What kind of reconnaissance would you do to prepare to answer your question? Think about literature sources, descriptors to use to find information, similar topics that might provide useful information.

3. How would you set up the project? Think about participants or subjects you would involve, the setting, what "treatment" you would apply, what you would want to observe.

4. What criteria would you use to prove or disprove your question? How would you know if your "treatment" succeeded or not?

Action Research

Action research begins with what is known and relies on that knowledge to explore and formulate new understandings. Researchers define the question, collect and analyze data. The question grows naturally out of day-to-day practice. This is a tool that resembles a brainstorming session where potential research questions are discussed, connections drawn and direction clarified. The question may be as simple as "What happens when I vary my class teaching strategies?" Another might be exploring strategies to create the most inclusiveness for all students. The question may be more complex such as what impact do specific equity programs have on a student's feelings of success or acceptance in classes where they may be in a minority. It is important to develop a meaningful question that is neither too broad or too narrow. The ultimate aim is to strengthen programs and vitalize learning.

Steps in developing the action research question:

- •Provide context for activities
- •Complete "trial runs" of topics for experience in strategies and analysis to gain confidence
- •Share several study ideas (question considers the audience for the resulting findings)
- •Discuss and provide examples of research methods
- •Develop the research question (is it specific enough, practical, make a difference, useful?)
- •Offer advice for further elaboration or clarification.

Steps in obtaining the answer to the action research question:

- •Determine the methodology to be used in collecting data;
  - -Data collection may be by observation, logging, interviewing, and surveying
  - -Language is clear and free from jargon
  - -Avoids yes or no answers
- •Collect data;
  - -Collect enough data to generalize
  - -Collection representative of the usual
  - -Data, when collected, will begin to answer the question
- •Discuss findings, problems, emergent questions, and suggestions;
  - -What issues do the studies reveal?
  - -What impact might the findings have on future practices?

Conditions necessary for success:

- •Knowledge in field of study and of student's characteristics and needs
- •Time to collect data
- •Appropriately framed research questions
- •Lasting commitment to improving student learning through understanding, sharing and using the results.

Contributions to instructor development are opportunities to:

- •Participate in discussions of the implications of learning's
- •Develop materials that others can use
- •Increase skills and knowledge
- •Reciprocal observation
- •Reflect on findings.

Benefits:

- •New knowledge of effective teaching/learning practices.
- •Asked more questions, listened more, and respected the concerns of students as legitimate
- •Change in thinking skills, habits, or styles (problem-solving, flexibility)
- •Change in patterns of communication and collegiality
- •Change in classroom practice, student behavior and attitude
- •Collection of data for sharing with colleagues and District Administrators.

Sources:
Youngerman, Nan. "Focusing A Research Question". A.R.O.W. Network Newsletter. Madison, WI. 1995
Continuing to Learn: A Guidebook for Teacher Development, Regional Laboratory for Educational Improvement of the NE & Islands and National Staff Dev. Council. Loucks-Horslev. et al. 1987 (Condensed by Baldus. CVTAE. UW-Stout. 1996)

Research Questions
Mauston Workshop (9/17/96)

What Did You Expect?

- Exactly what I received. A detailed initial explanation as to the meaning of action research.
- Learn what action research is and how it differs from other research.
- Expected to work more concretely on research project/lesson learning process. Expected all participants to be looking at Career Challenge results.
- To achieve a level of comfort with action research - better understanding of the process.
- (1) To find out what action research means; (2) To have an opportunity to find out what others plan to do; (3) Find out the techniques used in action research, (4) Gain support from others around the state.
- Definition of action research.
- Formulate a research question based on research of action research principles.
- An explanation of how action research differs from other kinds of research.

What Did You Want?

- A good idea as to whether or not I would want to participate in the research.
- How will I use action research to get information on impact of Career Challenge? Brainstorm of questions to ask and ways to get information about impact of Career Challenge.
- Wanted to define research project, decide my own participation and begin to brainstorm and task assign whole group today.
- More information on data collection - how to "Nuts and Bolts."
- (1) To find out what action research means; (2) To have an opportunity to find out what others plan to do; (3) Find out the techniques used in action research, (4) Gain support from others around the state.
- Some examples of action research.
- Formulate a plan/procedures.
- An explanation of how action research differs from other kinds of research.

What Did You Get?

- Psyched up - I hope it continues.
- Some new ideas from colleagues about what we want to find out from Career Challenge and what will the results be used for.
- Got too much time on action research process. It seems easily explained. There is so little time "out there" to work on this, would have preferred time here to work more.
- General information and connection to a group having similar interests/needs. Hopefully will become more concrete when we meet in Minocqua.
- (1) Know what action research means; (2) An opportunity to share; (3) Know how to get started, (4) Got good support from others.
- Definition and ideas.
- Progress toward developing research question.
- Time to think about it - plan time table, or at least identify what I need to get in order to do it.

What Would You Like?

- Continued information in how to actually get started, research techniques, or options and probably a final decision as to participation in the research after Minocqua.
- I would like to see several of my peers work as a team to gather Career Challenge research information, analyze it as a team, then use this research to continue Career Challenge in some form.
- In future, maybe you could send action research stuff out in advance for individual study before arrival, then use precious group time (from all over state) to actually brainstorm and work on project.
- Another opportunity to meet and continue work - now that we have a beginning and will have time to discuss and process this information. An example or examples of what this might look like.
- (1) Additional information on how to proceed, (2) Better ideas as to how to collect data and move to other steps.
- Help to make sure we are headed in the right direction.
- Assistance in reviewing type of data needed to answer question and complete research on related topic.
- Copies of Ott's Sample.

CVTAE

CVTAE
UW-Stout
HC 103 1st Ave. W.
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E-mail: Baldusl@UWStout.edu

Memorandum

To: *Frances Johnson*
From: *Lorayne Baldus*
cc: *Action Research Participants*
Date: *Friday, September 20, 1996*
Subject: *Questions Submitted*

Enclosed are the questions submitted at the workshop in Mauston, Tuesday, September 17. We will take a few minutes to define/refine the question at the workshop in Minoqua and go from there to determining the methods you will use to answer the question. Your questions will be sent to the people who have indicated they plan to attend the workshop, but were not at the meeting in September. It is important that everyone attending have a question formulated so that the time can be spent on ways to collect the data.

I have called Sandra McGarraugh and she is sending me the questions they used and the data gathered in evaluating the New Ventures program. She is faxing the questions to me and I am enclosing them in this memo. I will also send the questions to those who expressed an interest in evaluating their programs but could not be at the workshop. Sandra is also sending a draft of their six-year program evaluation. I will duplicate the findings for those interested when I receive that information.

Several of you have expressed interest in receiving credit and picked up the UW-Stout graduate application sheet at the meeting last Tuesday. Please bring that with you to the Minoqua meeting. There will also be an opportunity to register at the October meeting. Be sure to fill out the residency information, your graduate experience (college and major), social security number and be sure to sign at the bottom where it says "For Special Students." You, of course, are all "special students"!!!! The segregated fee for one graduate credit is $21.16. Please date it for November 1, as I will not register you until I return from Moscow, Russia. The check should be made out to UW-Stout. If you will not be at the meeting, send your check and application with your colleague.

I look forward to seeing you again. Lolly

Research Evaluation

- I am at the literature search point of my question. I would also like to consult with my supervisor in regard to what direction I might take. I have narrowed my research down to two issues which are: (1) What is life like for post grad teens, or drop outs two to three years after high school and how might we draw them back into educational, career and support opportunities, (2) Funding-What is working in this project and why is it important as a resource for teen parents.

- Does family math make a positive change in student attitude toward, and achievement in, mathematics?

- What do we want in Program Evaluation Summary Report?

  Contents/Headings:

  (1) Recommendations made
  (2) Commendations given
  (3) Actions taken to date
  (4) Additional actions planned
  (5) Future trends

  Things/conditions to be done to use the data:

  (1) Maximum of one page per program/service.
  (2) Attach screening data sheets to summaries.
  (3) "Read only" computer lookup file.
  (4) Query capable selection.
  (5) Use evaluation home page on net for accessibility (Sub-page of WTCSB home page).

  Meetings necessary:

  (1) September 24-staff.
  (2) October-Staff and district representatives.
  (3) November-Wisline to share outcomes with all Evaluation Coordinators.
  (4) December-Meet with Data Processing Staff to detail work needed to accomplish home page/accessibility.

- (1) Identify other research partners. (Career Challenge)

  (2) Each of us may have different purpose/use in mind for outcome results, but can still share research process.

  Moraine Park/Fox Valley/Blackhawk

  -Utilize results to look at mainstreaming Career Challenge as part of all general education programs as credit course.

MATC/EOI

-Utilize results to promote program internally and externally as part of large package for funding.

(3) Focus especially stated as:

Fox Valley

Team building is already part of all program curriculums. Convince to utilize Career Challenge - may not need "hard" data as much as soft - general population programs not just programs for special populations.

Moraine Park

For Single Parent/Displaced Homemakers programs, not just to "sell" to industry users for money.

(4) Identify data gathering methods and tools to share/utilize among research partners.

(5) Complete broader research of experienced educational implications and outcome, not just Career Challenge to give greater "oomph" to findings.

(6) Recognize limitations of our sample groups.

Appendix E

Wisconsin Nontraditional Employment for Women Roundtable Meeting

Wednesday, November 13, 1996

Chula Vista Hotel and Resort

Wisconsin Dells, Wisconsin

8:30 - 9:00	Registration and Coffee
9:00 - 9:10	Introductions: Loraÿne Baldus, WTCSB Equity Project Director, UW-Stout
9:10 - 9:45	State Overview; Progress Report: Frances Johnson, WTCSB Educational Equity Consultant
9:45 - 10:15	Tool Kit: Nancy Hoffmann, Director, Nontraditional Employment Training Programs, YWCA, Milwaukee
10:15 - 10:30	Break
10:30 - 11:30	Roundtables: Integration of NTO into the Job Centers; Participants and Challenges

1. Local Policymakers
2. Industry Liaisons
3. Direct Service Providers
4. Employment Community-Employers, Unions, Apprenticeship

Questions to consider:
- Who are the decisionmakers and what is their sphere of influence?
- What are the roles of the policymakers, industry liaisons, service providers, and employment communities; what is their authority and what are their barriers?
- How do we get these individuals to make NTO a priority?

11:30 - 12:00	Large Group Sharing
12:00 - 12:45	Lunch
12:45 - 1:45	Roundtables - Making Integration a Reality: Barriers, Resources and Team Building

Questions to consider:
- What is it that we need to do to get the job done?
- Who needs to be involved (agencies, departments, people) in order to integrate NTO into the job centers?
- What challenges can be expected?

1:45 - 2:15	Report Back and Discussion
2:15 - 2:30	Break
2:30 - 3:00	Identify Individual Actions: What do you need to do to make this happen?

I came expecting . . .	I got . . .
I value	I want next . . .

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

Date: November 1, 1996

To: NTO Roundtable Participants

From: Frances Johnson, Educational Equity Consultant, WTCSB
Lorayne Baldus, WTCSB Equity Project Director, UW-Stout

Subject: NTO Roundtable

You have been registered for the NTO Roundtable Preconference Workshop at the Chula Vista Resort in Wisconsin Dells, November 13. Coffee and rolls will be available at 8:30 that morning and the meeting will begin at 9:00 a.m. There is no cost to the roundtable meeting as the WTCSB project funds will provide lunch and breaks.

Enclosed you will find:

- Tentative Agenda
- NTO Tool Kit
- Map to Chula Vista

Please take time to look through the Tool Kit. This has been designed to assist Job Center and Technical College staff integrate NTO elements into all functions of Job Center operations. Five computer disks for the Tool Kit will be given to you at the meeting.

Roundtable discussion groups will be used to identify the policymakers, define barriers, identify resources and strategize what it is we need to do to make NTO an integral part of the Job Centers.

We look forward to working with you.

NTO Roundtable Meeting
November 13, 1996

Evaluation Results

I came expecting...

- NTO information dissemination and practical tips.
- Updated NTO information and networking with others interested in NTO.
- Not to be able to really know what was going to be discussed; and thus, I would be observing only. I am brand new to NTO perspectives.
- A chance to meet new people working with NTO (networking) and learn about new standards and issues effecting our funding and courses of action.
- To network and connect on NTO ideas.
- An update on the tool kit.
- A great conference.
- Ideas for integrating NTO into job centers.
- Practical suggestions for implementation of the took kit.
- The final version of the tool kit.
- Disks, networking and learning opportunities and information.
- Networking, tool kit explanation, ideas of how to integrate apprenticeship with the Job Center Model.
- A review of the tool kit.
- Information on NTO successful programs.

I got...

- The tool kit-which stressed getting information out and made me reevaluate how we get information out.
- What I came for, rejuvenated, ready for action.
- Much useful information, a better knowledge base.
- Networking, new acronyms (I am hitting the ground running as a new employee), future trends, a tool kit-love it!
- Great food, wonderful sundae idea.
- Just what I expected.
- A great conference and a great ice cream sundae.
- Ideas for integrating NTO into job centers.
- The ability to network with people interested in NTO.
- A non-final version of the tool kit.
- Everything I expected.
- Good networking contacts, information on what is happening elsewhere.
- Opportunity to dialogue about local efforts and specific future directions.
- Good general discussion and sharing.

I value...

- The opportunity to talk with other persons working with NTO, the successes of this.
- All the information I got here, the networking that took place.
- The discussions, the brainstorming and the tool kit.
- My new relationship and new tool kit.
- The people who work in this area and their commitment to their clients.
- A good lunch and great dessert.
- Meeting and brainstorming.
- Having the opportunity to share information and frustrations.
- The ability to communicate and network with folks who are interested in NTO.
- Candid discussions with peers who share passion regarding NTO.
- The sharing of information-I learned a lot.
- Expanding on NTO.
- The chance to share information/updates with each other.
- Increasing the options for women and minorities.

I want next...

- WWINN information-list of tradeswomen in our area, NTO advertising ideas, NTO cooperation success stories, Apprentice female's stories given by them in person if possible.
- To see labor representation at these meetings.
- To start my own file and learn more. Thank you for a learning day. Enjoyed the day.
- Apprenticeship roundtable-lets crack the nutshell, to buy the 1997 calendar from Employment Options for holiday gift giving and to spread around the order forms.
- Roundtable on apprenticeship and youth apprenticeships. Roundtable with organized labor involvement.
- On roundtable on best practices for getting women into apprenticeships-not just construction.
- More information, more brainstorming and apprenticeship.
- Survival tips.
- Continued discussion and action. A conference geared to apprenticeship.
- Action research results. Best practices.
- More information on apprenticeship. Some specific information on varied program options - how to do and information on job centers.
- A session of apprenticeship, invite the BAS reps to explain what they do and their role in NTO.
- Apprenticeship information.
- More information on successful NTO programs.
- A meeting where representatives from local policymakers, industrial liaison, district service providers and employment community talk with us about how we can work with them and develop partnerships.

CVTAE

CVTAE
UW-Stout
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Memorandum

To: *NTO Roundtable Participants*
From: *Lorayne Baldus*
Date: *Monday, November 25, 1996*
Subject: *Discussion Notes*

Enclosed are the discussion notes as they were written on the easels and papers given to you by Nancy. I have not edited them; they are simply "as written!" I am also including the portion of the evaluation titled,

"What I Want Next." If you have any revisions or additions, please let me know.

Have a nice Thanksgiving.

What I Want Next

- WWINN information-list of tradeswomen in our area, NTO advertising ideas, NTO cooperation success stories, Apprentice female's stories given by them in person if possible.
- To see labor representation at these meetings.
- To start my own file and learn more. Thank you for a learning day. Enjoyed the day.
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NTO Roundtable Meeting
November 13, 1996

Discussion Results

AM Roundtable-Local Policymakers

Who are the individuals critical to the development process?

1. Local Collaborative Planning Team.
2. CBO's which are supportive (examples-YWCA, Womens Centers).
3. Economic Development Director
4. High School Equity Person/Guidance Person.
5. Labor.
6. Local Chief Elected Office.
7. Chamber of Commerce or Personnel Association.
8. CESA.
9. Job Service District Director.
10. Job Center Manager.
11. Technical College Staff.
12. PIC.

What can they bring to the development process?

1. Expertise.
2. Authority/power.
3. Money and resources.
4. Prejudices/biases.
5. Background experiences.
6. A variety of networks.
7. Bring the ability to make decision.
8. A variety of clientele.
9. Different foci/purpose.
10. Bring their territories.

What barriers do they face?

1. Close mindedness.
2. Prejudices/biases.
3. Territories/boundaries.
4. Lack of money and resources.
5. Lack of knowledge.
6. Different focus/purpose.
7. Time.
8. Lack of commitment.

AM Roundtable-Local Policymakers-Continued

Who or what will help them in the process?

1. Advocacy at state level (of their particular organization).
2. Support advocacy staff.
3. Leadership team.
4. LETC-Labor Education Training Center.
5. HRIC (access committee).
6. Women's organizations.
7. Employers.

NTO Roundtable Meeting
November 13, 1996

Discussion Results

AM Roundtable-Employment Community

Who are the individuals critical to the development process?

1. Current council members (PIC's, Tech Schools who have NTO's, etc.).
2. Chamber of Commerce.
3. Economic development reps.
4. Wisconsin Manufacturing Association.
5. Association of General Contractors.
6. Individual employer-presidents, vice presidents and first line supervisors.
7. Area unions and joint apprenticeship committees.

What can they bring to the development process?

1. -Controls funding.
   -Have the jobs.
   -Linkage between jobs and training.
   -PIC's can set policies (also tech schools).

2. -Large base of employers.
   -Access to business
   -Political clout.
3. -Recruit new business and retain old.
   -Access to LMI.

4. -Have the employers who have the jobs.
& -Potential funding source
5. -PR source.

6. -Do the actual hiring.
   -Can provide mentors job shadowing.
   -Set tone and atmosphere for hiring and retention.

7. -Screen applicants.
   -Set tone and atmosphere.

AM Roundtable-Employment Community-Continued

What barriers do they face?

1. -Limited time of involvement for meetings.
   -Too many other commitments.

2. -Subject to local focus.

3. -Time limitations/constraints, different priorities.

4. -Other agenda items may be more important.

5. -Current resistance from employees.

6. -Internal bias.
   -Pressure from Board of Directors to maintain status quo.

7. -Internal bias.
   -Flack from membership.
   -Concern about harassment suits.

Who or what will help them in the process?

1. -Direction from the state.
   -Direction from local staff on issues.
   -Local tradeswomen.

2. -Members who employ NTO's.
   -Tech school staff.
   -PIC staff.

3. -Involve them in LCPTS and job centers.

4. -Local tech schools.
   -PIC members.
& -Current members involved in the process.
5. -Local apprenticeship reps.

6. -Tech school B&I reps.
   -Employer reps. in job centers.
   -Apprenticeship reps.

7. -AFL-CIO LETC reps. to disseminate information.

8. PR workshops.

AM Roundtable Employment Community, Group II

Brings: Jobs

-Money and resources.
-Training.
-Career paths.

Barriers:

-"Bottom Line" profits.
-Existing bargaining agreements.
-W-2 no guarantee, subsidies are short term.
-Perceived lack of work ethic and other stereotypes of female workers.
-Resistance to diverse workforce.
-Fear of lawsuits, liability.
-Traditional attitudes.

What will help?

-Education on diversity and demographics.
-Much same as AFL-CIO involvement.
-Education-instill community responsibility.
-Recognition, awards at annual meting.
-Incentives, money, plaques.
-Show how hiring women in NTO is in their financial benefit.
-Aid in targeted services, ie., marketing brochure, technical assistance.

NTO Roundtable Meeting
November 13, 1996

What about the 16-18 year old kids.

1. Critical individuals:

-Education system.
*Counselors.
*School-To-Work Coordinators.
*CESA reps.

2. They bring:

-Understanding of the development of children.

3. Barriers:

-Most educators don't make the work/wage connection-they need the employment connection.

-There is a hierarchy of work-what work is valued-stereotypes.

4. Who/what can help?

-Create partnerships.
*Educators can't know employment stuff.
*Making people aware through discussion.
*Market jobs differently.

NTO Roundtable Meeting
November 13, 1996

Industry Liaisons

AFL-CIO:

Brings: Contact with large number of union workers.

-Political clout, legislative level.
-Influence with employers through collective bargaining.
-Communication network.
-Good philosophical base and history.
-Potential money.

Barriers:

-Natural adversity to women in NTO.
-Decision makers are traditional thinkers.
-Myopic mindset.
-Attitudes, lots of baggage.
-Money, resources not directed toward NTO.
-NTO regression to past.
-Don't do actual hiring.

What will help?

-Success stories of females in NTO.
-Education on changing workforce demographics.
-Involvement from the beginning of the process.
-Male psychology.
-Education on value of diversity.

NTO Roundtable Meeting
November 13, 1996

Direct Service Providers

Who?

Supervisors of those who actually do the eligibility case and case managers.

What can they bring to development process?

-Current understanding of how system works.
-May be familiar with community resources.
-Can provide support to clients.
-Understanding assessment.
-Can help clients identify transferable skills.
-They know the clients-personal insights.

Barriers:

-Communication
-Conflicting goals and policies.
-Still buying into some NTO myths.
-Welfare reform restrictions.
-Streamlining clients down a narrow, tricky maze for employment and educational opportunities with cc issues hovering overhead.

Who or what can help them in the process?

-Keep communication channels open.
-Develop a network
-Need past successes, what works, need NTO information, apprenticeships (union vs. non-union.)
-Standards (consistent ones) need to be changed so they reward NTO.
-Bring employers in at the planning stage of economic development.

NTO Roundtable Meeting
November 13, 1996

Discussion Results

PM Roundtable

Who are the critical team members?

1. Dane County Human Services.
2. Job Service/PICs.
3. Employment Options.
4. Dane County Labor Council.
5. MATC
6. BAS Employers.

What are the institutional barriers they will face?

1. Pay for performance.
2. W-2.
3. Work first.
4. Due to legislative changes.
5. Funding.
6. Corporate culture at J.C.
7. Attitudes about women and NTO.
8. Communication and coordination.

What are the resources needed to overcome the barriers?

1. Legislation changes.
2. Changes in J.C. standards.
3. NTO part of J.C. standards.
4. Family supporting.
5. Wage jobs.

Where are the resources available to overcome the barriers?

1. Took kit and individuals who contributed.
2. Tools for tomorrow.
3. Employment Options.

NTO Roundtable Meeting
November 13, 1996

Discussion Results

PM Roundtable

Who are the critical team members?

1. Varies.
2. Basic skills coordinator.
3. Career counselors.

What are the institutional barriers they will face?

1. Adult Basic Education instructors unknowledgeable about NTO-would need training.
2. Marketing our NTO and the number of FTE we generate.
3. Change and transition-relocating cause a turmoil with some unclear decision making which postpones collaboration.

What are the resources needed to overcome the barriers?

1. Money.
2. Endowments.
3. Free lunch.

Where are the resources available to overcome the barriers?